**2024年1月浙江第一次高考（首考）应用文评析与教学设计**

**【试题简评】**

乔辉、李新煜（2021）指出，基于情境进行评价，既是学科素养评价的基本途径，也是实施“五育并举”的内在要求。2024年1月本篇应用文创设了短文投稿的学校生活情境，语言使用情境合理且贴合学生生活。从话题选择上，本篇命题选择了“课间运动”，契合新课标下对“体”的培育要求。

程晓堂（2023）指出，应用文命题分析有三重维度，即试题是否已经给出写作内容、是否需要编造写作内容、考生是否需要写真实内容。鉴于此，本篇命题有既定的写作内容（运动）；需要编造写作内容，并将内容传递给某一个假想的读者对象（投稿）；也需要写真实内容，即推荐的运动必须贴合“课间”的时间空间范围，在时间维度上，“课间”也就是限制了时间的长短，空间维度上限制在了学校，即运动项目的锚定一般考虑学校生活情境中的常规类型。

**【教学目标】**

**Language Proficiency:** Enhance the ability to express ideas and recommendations effectively in written English, incorporating appropriate vocabulary and sentence structures.

**Genre Understanding:** Develop an understanding of the conventions and structure of a recommendation article, including the title, introduction, main content, and conclusion.

**Communication Skills:** Improve communication skills by clearly presenting information, introducing a physical activity, providing reasons for recommendation, and offering a conclusion in a concise and coherent manner.

**Persuasive Writing:** Practice the art of persuasive writing by presenting compelling reasons for recommending a specific physical activity, encouraging the target audience (fellow students) to consider incorporating the recommended exercise into their routine.

**Cultural Competence:** Encourage cultural awareness and appreciation by showcasing the diversity of physical activities, in this case, gymnastics or rope skipping, and their positive impact on health and well-being.

**Audience Awareness:** Develop an awareness of the target audience (students) and tailor the language and content to resonate with their interests, needs, and potential barriers to engaging in physical activity.

**Creativity:** Foster creativity in presenting the recommended exercise as an enjoyable and beneficial activity, promoting a positive attitude towards fitness and a healthy lifestyle.

**【教学大纲】**

1. 呈现试题，引导学生分析写作的基本要素，构建写作框架；
2. 分段建构写作内容，通过语料搭建来提升学生对语言组织的理解；
3. 利用“Q-A”模式训练学生对于写作内容指向的敏锐度与精准度；
4. 提供优秀学生作文和教师下水作文引导学生进行评析和反思；
5. 呈现类似题材与话题的多元命题方式；
6. 通过单句语法填空巩固语料的习得情况。